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ABSTRACT

An opinion survey was mailed to former education graduate students in order to assess the effectiveness of an introductory educational research course given at Memphis State University (Tennessee). The purposes of the study were to determine the extent to which the course was helpful to students: (1) in subsequent graduate courses; (2) in their jobs; and (3) in reading published research reports. The subjects were 825 graduate students who took the course from the same instructor between 1980 and 1985. A questionnaire was mailed to the subjects with a covering letter explaining the purposes of the study. Of the 535 respondents, nearly 85 percent indicated the course was helpful or very helpful in relation to other courses in their degree programs. Nearly 65 percent said it was helpful or very helpful in their jobs, and nearly 95 percent found it helpful or very helpful in developing the necessary background to evaluate research reports. Appendices include a description of the introductory research course, a copy of the cover letter, a copy of the questionnaire-opinionnaire, and a copy of the follow-up letter. (JAZ)

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An Introductory Educational Research Course: Attitudes of a Selected Group of Graduate Students Toward Its Helpfulness

Robert F. Todd and Carol C. Reece

Memphis State University

U.S. DEPARTMENT OF EDUCATION
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Paper presented at the Annual Meeting of the

American Educational Research Association

Washington, D. C.

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TM 870 371

Running head: RESEARCH COURSE

Abstract

The survey focused on three purposes: the extent to which a graduate level introductory research course was helpful to students (1) in other graduate courses, (2) in their jobs, and (3) as consumers of research. A questionnaire/opinionnaire was constructed and mailed to students who had taken the course from one instructor between 1980 and 1985.

Of 535 respondents, nearly 85% indicated the course was helpful or very helpful in relation to other courses in their degree programs. Nearly 65% said it was helpful or very helpful in their jobs, and nearly 95% found it helpful or very helpful in developing the necessary background to evaluate research reports. Other data analyses were also reported.

An Introductory Educational Research Course: Attitudes of a Selected Group of Graduate Students Toward Its Helpfulness

Throughout the colleges of education in the country there appears to be a widespread tendency to offer, if not require, a graduate level course in the fundamentals of educational research.

For at least twenty years, perhaps longer, the College of Education at Memphis State University has required a basic course in research methodology as a core subject for the Master's degree, the Education Specialist degree, and the Doctor of Education degree. The course is required in these degree programs throughout the seven departments of the College of Education: Counseling and Personnel Services; Curriculum and Instruction; Educational Administration and Supervision; Foundations of Education; Health, Physical Education, and Recreation; Home Economics and Distributive Education; and Special Education and Rehabilitation.

The philosophy underlying this requirement has been that an introductory course in educational research is needed by everyone who pursues a professional degree in education to equip one to become a consumer of research, even though the individual has no immediate plans for conducting research. To be able to read with understanding the reports of research conducted by others is a necessity in any professional degree, regardless of the field of specialization. This idea is supported by authors of texts in introductory research methodology. For example, Ary, Jacobs, and Razavieh (1979) point out that their goals were "to provide a book that would enable readers to master the basic competencies necessary (1) to understand and evaluate the research of others and (2) to plan and conduct their own research

with a minimum of assistance" (p. vii). Other authors mention these or similar objectives in the prefaces for their texts, notably Best (1981), Gay (1976), Hopkins (1980), and Borg and Gall (1983).

Presumably the course has been of greatest help to those who have taken it early in their degree programs. Further, it has been presumed that such a course, if taken early in one's degree program, can be of value in subsequent advanced courses. Also, it has been observed that graduates in many instances have been able to utilize basic skills developed in this course in their jobs upon graduation.

Records indicate that not only students in the field of education enroll in this introductory course but also students in other disciplines as well: physicians, nurses, lawyers, police officers, business managers, homemakers, members of the armed forces, and many others.

Judging from the number of textbooks currently being published as introductions to research in education--and there must be at least two dozen--such a course can be assumed to be offered widely throughout the colleges and universities of the country. As a matter of fact, a recent study conducted by Doak (1982) indicates that an introductory course in educational research is offered by at least 31 universities in 13 states. Twenty-one of them require the course for a Master's Degree in Education.

The purpose of the present study was to provide information from former students regarding their opinions of certain aspects of the course. Taken together, these opinions represent the attitudes of the students surveyed toward the course as a whole. Attitude, as defined for the purpose of this study, is represented by the definition given by Kelly (1974):

> Attitude may be defined as the predisposition or tendency of a person to evaluate some symbol, person, place, or thing in a favourable or unfavourable manner. His opinion constitutes the verbal expression of an attitude. In essence, an attitude is a state of mind which the individual carries around in his head, through which he focuses on particular objects in his environment. . . . (pp. 212-213)

As Doak (1982) pointed out, "The class is viewed by the majority as a necessary evil to attain their goal of a masters degree" (p. 1).

Method

As explained in the cover letter accompanying the Questionnaire-Opinionnaire (see Appendix B), the present survey focused on three preliminary purposes to determine the extent to which the course was (1) helpful to students in other graduate courses they took later, (2) helpful to them in their jobs after having completed the course, and (3) helpful to them as consumers of research in reading research reports published in journals, monographs, books, and other media.

The respondent group consisted of students who had taken the course from the fall semester of 1980 through the spring semester of 1985. The population represented 825 students who took the course from one instructor. They were selected because their names and addresses had been recorded by that instructor when they attended the first meeting of the class. Names and addresses of students who had taken the course from other instructors of this course were unavailable so that a random sample from all students was impossible to obtain. The course syllabus containing objectives and a content outline was the same for all sections, regardless of who taught them. A copy of the course outline appears in Appendix A.

The original cover letter and Questionnaire-Opinionnaire were mailed on February 24, 1986. A copy of the cover letter is in Appendix B; a copy of the two-page Questionnaire-Opinionnaire is presented in Appendix C (page

one, consisting of factual information, is hereafter referred to as the Questionnaire; page 2, the Opinnionaire). A postcard follow-up was mailed on March 17-18, and a second copy of the Questionnaire-Opinionnaire was mailed with another cover letter on April 7-8. See Appendix D for a copy of the postcard and Appendix E for a copy of the second cover letter.

Of the original 825 mailings, 152 were returned by the post office as nondeliverable because addresses had changed and/or because the time period for forwarding mail had expired. However, 20 were located through the alumni office and the telephone directory, producing 132 who could not be traced. This resulted in an accessible population of 693. Of this number, the original mailing and two follow-ups produced 535 returns or 77 percent.

According to Ary, et al. (1979) in reference to mailed questionnaires, "The goal in a questionnaire study is typically 70-80 percent returns" (p. 175). This figure is confirmed by Udinsky, Osterlind, and Lynch (1981), who state, "If the percentage of return is below 70 percent, the validity of conclusions will be threatened" (p. 125).

In order to obtain a total score on the Opinionnaire values were assigned to responses for items 7 through 18. A "very helpful" response was assigned a value of 3; "helpful" was assigned a value of 2; and "not helpful" was assigned a value of 1.

Utilizing SPSS^{X} (1983), descriptive statistics were run for all items in the instrument. Statistical analyses included descriptive statistics in table form for all items in the Questionnaire-Opinionnaire, with additional tables for items 7, 13, and 18 of the Opinionnaire to exhibit frequencies and percentages of responses to address the three preliminary purposes of the study. For item 4 of the Questionnaire an Analysis of Variance (ANOVA)

was calculated to determine significant differences in responses regarding the time period when the course was taken. A further ANOVA was calculated for item 6 which concerned the respondent's degree attained. The chi-square test was run between items 2 and 18 of the instrument to determine significance of proportions of responses for responses A, B, and C of item 2 (professionals) with item 18--helpfulness of the course on the job. Further, regarding item 2, occupational groups A through C were collapsed, as were groups D through K, to form two groups (generally categorized as professionals and non-professionals). Significance of differences in the means of the two groups was determined by use of the t-test for significance at the .Ø5 level. Finally, patterns of comments were established from the open-ended item 19 which requested any recommendations for modification of the course.

Internal consistency of the Opinionnaire was determined by correlating each item of the instrument with the instrument items as a whole. Computation of a reliability coefficient, using Cronbach's Alpha, yielded a value of .85--a satisfactory degree of reliability.

Further, an Analysis of Variance (ANOVA) calculation revealed no statistically significant difference between total score response patterns on the returns received in response to the original mailing of the Questionnaire-Opinionnaires and those received after the first and second follow-up mailings. Udinsky, Osterlind, and Lynch (1981) advise this procedure as a follow-up activity to ensure that no discrepancies exist between response patterns.

Results

A summary of the results of the Questionnaire is presented in Table 1 with the results of the Opinionnaire accompanying as Table 2--all items in the survey including both numerical and percentage calculations. Table 1, which is presented in the format of the original instrument, shows that of the 535 respondents in nine professional and occupational categories, the majority took the course within the past two to three years, and nearly equal proportions of students took the course near the beginning, middle, and end of their programs. Further, 64% reported their professional field as education, with 93% of respondents taking the course while pursuing a Master's degree--and 80% now holding Master's degrees.

As Table 2 shows, the results of the present study indicate the attitude toward the course is generally helpful to very helpful as attested by a majority of the respondents, despite the fact that Doak (1982) reported that a majority in his study viewed it as a necessary evil; nonetheless, this view must be recognized as existing among at least some in the present study.

Table 1

Reported Numbers and Percentages on Each Questionnaire Item

1.	Sex	Male	109 (20%)
		Female	426 (80%)
2.	Occupations and Professions*	Managerial, Professional	78 (15%)
		Education, Supervision	52 (10%)
		Education, Teaching	288 (54%)
		Technical, Sales, Administrative Support	15 (3%)
		Service	45 (8%)
		Homemaker	13 (2%)
		Student	18 (3%)
		Military	3 (1%)
		Other	21 (4%)
3.	How long has it been since you took EDRS 7521, Introduction to Educational Research?	1 year or less	50 (9%)
		2-3 years	291 (55%)
		4-5 years	193 (36%)
4.	When in your graduate program did you take the course?	Near the beginning	185 (35%)
		About the middle	143 (27%)
		Near the end	204 (38%)
5.	What degree were you working on when you took the course?	Master's Degree	494 (93%)
		Educational Specialist	2 (<1%)
		Doctoral Degree	29 (5%)
		No Degree	9 (2%)
6.	What is the highest degree you now hold?	Bachelor's	87 (16%)
		Master's	426 (80%)
		Specialist	5 (1%)
		Doctorate	17 (3%)

* Some categories throughout may not total to 535 due to missing responses; percentages may not total to 100 due to rounding.

Table 2

Reported Numbers and Percentages on Each Opinionnaire Item

		Very Helpful	Helpful	Not Helpful
		Number (%)	Number (%)	Number (%)
7.	To what extent did you find this course helpful to you in relationship to the other courses you took in your degree program?*	151 (29)	295 (56)	84 (16)
8.	To what extent was this course helpful to you in deciding to take other courses in research?	87 (17)	170 (32)	271 (51)
9.	To what extent did this course stimulate your interest in on-going research in your area of specialization?	99 (19)	257 (48)	177 (33)
10.	To what extent did this course help you acquire a general knowledge concerning educational research terminology?	361 (68)	165 (31)	8 (2)
11.	To what extent did this course help you become familiar with library facilities?	260 (49)	202 (38)	70 (13)
12.	To what extent did this course help you become familiar with research-oriented periodicals?	228 (43)	246 (46)	59 (11)
13.	To what extent did this course help you develop the necessary background to evaluate research reports?	185 (35)	321 (60)	28 (5)
14.	To what extent did this course help you become a more critical reader/listener?	164 (31)	283 (53)	86 (16)
15.	To what extent did this course help you obtain a comprehensive understanding of the importance of hypotheses in developing research studies?	230(43)	265 (50)	40 (8)
16.	To what extent did this course help you write problem statements for research proposals?	231 (43)	248 (46)	55 (10)
17.	To what extent was this course helpful to you in developing an understanding of descriptive statistical concepts?	258 (48)	242 (45)	34 (6)
18.	To what extent has this course been of help to you in your job?	77 (15)	263 (50)	186 (35)

* Some categories throughout may not total to 535 due to missing responses; percentages may not total to 100 due to rounding.

Descriptive statistics for items 7, 13, and 18 of the survey are reported separately in order to highlight the three preliminary purposes of the study as outlined in the cover letter. Table 3 reflects the results for item 7; nearly 85% of the respondents indicated that they found EDRS 7521, Introduction to Educational Research, helpful or very helpful in relationship to the other courses taken in their degree programs.

Table 3

Helpfulness of Course in Relation to Other Courses

Attitude	Frequency	Percent	Cumulative Percent
Very Helpful	151	28.5	28.5
Helpful	295	55.7	84.2
Not Helpful	84	15.8	100.0

Table 4 contains the results for item 13. For this item nearly 95% of the respondents found the course helpful or very helpful in their developing the necessary background to evaluate research reports.

Table 4

Helpfulness of Course in Evaluating Research Reports

Attitude	Frequency	Percent	Cumulative Percent
Very Helpful	185	34.6	34.6
Helpful	321	60.1	94.7
Not Helpful	28	5.3	100.0

Results for item 18 are presented in Table 5 where it is shown that nearly 65% of all respondents found the course helpful or very helpful to them in their jobs.

Table 5

Helpfulness of Course in Job

Attitude	Frequency	Percent	Cumulative Percent
Very Helpful	77	14.6	14.6
Helpful	263	50.0	64.6
Not Helpful	186	35.4	100.0

An Analysis of Variance (ANOVA) was calculated to determine whether significant differences in responses existed regarding item 4, the time period when the course was taken in the students' programs. Table 6 affirms that a statistically significant difference in attitude toward helpfulness of the course ($p < .05$) was found between those students who took it near the beginning of their programs and those who took it near the end. Use of the Scheffe follow-up procedure revealed that responses from those students who took the course near the beginning of their programs are significantly different at the .05 level from the responses of students who took the course near the end. Those who took it near the beginning as specified in the graduate bulletin found it more helpful.

Table 6

Summary of Analysis of Variance--When Course Taken in Program

Effect	df	SS	MS	F
Between Groups	2	142.02	71.01	3.16*
Within Groups	529	11892.67	22.48	

*p < .05

The results of a further ANOVA are shown in Table 7 which indicates that for item 6 a statistically significant difference in attitude toward helpfulness of the course ($p < .05$) was found between former students who now hold a Doctoral degree and those who now hold a Master's. Use of the Scheffe follow-up procedure identified holders of Doctoral degrees as regarding the course as more helpful than do holders of Master's degrees.

Table 7

Summary of Analysis of Variance--Graduate Degree Held Now

Effect	df	SS	MS	F
Between Groups	2	170.74	85.37	3.78*
Within Groups	445	10045.98	22.58	

*p < .05

Regarding item 2 (categories A, B, and C, professionals), there was found to be a statistically significant difference between professionals' career specializations and their attitudes toward the helpfulness of the course in their respective professional positions (χ^2 = 11.24, df4, $p < .05$). Table 8 reflects this difference between the attitudes of managers/professionals, educational supervisors, and teachers regarding the helpfulness of the course in their jobs. Proportionally more managers/professionals (18%) and educational supervisors (28%) tended to view the course as very helpful, whereas fewer teachers (14%) held the same view; conversely, only 16% of the educational supervisors and 31% of managers viewed the course as not helpful compared to 36% of the teachers who expressed the view that the course was not helpful to them in their jobs.

Table 8

Professionals' Attitudes Regarding Helpfulness of Course on the Job

	Managerial & Professions	Educational Supervisors	Teachers	χ^2	df	p
Course Rating				11.24	4	.024
Very Helpful	14	14	39			
Helpful	40	29	145			
Not Helpful	24	8	103			

The eight occupational groups indicated by respondents in item 2 of the Questionnaire were collapsed to two groups--professionals (managerial/professional and educators, A through C on the instrument) and non-professionals (all other categories, D through K). The Opinionnaire mean scores for the collapsed occupational categories were tested for significant differences with the t-test for significance at the .Ø5 level. Table 9 reveals no statistically significant difference between professionals and non-professionals with regard to total Opinionnaire scores.

Table 9

Comparison of Occupational Groups

Group	N	M	SD	df	t
Professional (Groups A-C)	418	26.43	4.75	531	1.11*
Non-Professional (D-K)	115	25.87	4.78		

* Not significant.

Discussion

The last item in the Questionnaire-Opinionnaire, number 19, asked respondents to briefly indicate any modification they would recommend for the course. Of the 535 responses 356 students left this space blank. This presents some difficulty in interpretation. However, at least two assumptions can be made: either the respondent felt that no modification was called for, or the respondent did not take the time to thoughtfully consider the item. Therefore, attention was directed toward those 179

responses which contained some statement. Of this number 73 wrote "none" or "no modification" or some similar response. There were 16 who saw a need for the course to be taken near the beginning of the degree program because of the help it provided in other courses, namely, writing requirements, library use, understanding of concepts, and interpreting other course material. Data in Table 6 confirm a significant difference in responses to the opinionnaire of those having taken the course near the beginning of their programs and those who took it near the end. More time in locating and using research material and facilities of the library was suggested by 12 respondents. Computerized information retrieval was emphasized. Several suggested that instructional librarians provide information to classes to explain the location and use of library research facilities. Twenty-two contended that the course should be taught in two semesters. Eleven felt that the statistics portion should constitute a separate course and/or that more time should be devoted to use of the computer, while 11 others felt that the additional semester should be concerned with actually carrying out the study described in the research proposal. Several advised that more writing be required in the course, apart from the proposal itself. And, of course, there were some negative comments regarding the course. Typical remarks were as follows: "Should not be required for a master's degree." "Do not feel that the research course is beneficial to students in education." "Omit it." "Like most education courses, it was a waste of my time." Comments of this sort, however, were received from only one-half of one percent of the respondents.

Concerning modifications for the course, a reference librarian now visits classes to give a formal presentation on use of ERIC and other research sources.

Generalizations from the results of the survey are limited by nonrandom sampling. The population was restricted to students enrolled in EDRS 7521, Introduction to Educational Research, who were taught by one instructor who, for years, had kept a record of his students' names and addresses and was thus able to contact a high percentage of them. However, the course syllabus reflects the same course content across instructors within the College of Education at Memphis State University; further, it also largely reflects the purposes and goals stated by the authors of the most widely-adopted textbooks used in similar courses in other graduate institutions. The course of study for the College indicates that Introduction to Educational Research, because of the help it provides in subsequent courses, should be taken early in the program--preferably within the first nine semester hours.

Results of this study show it helpful to graduates in their jobs; however, it would have been of value to have asked them to indicate those parts of the course which they found specifically helpful in their jobs as well as more specific information about those jobs. This suggested an avenue for a subsequent research effort which is now underway.

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Appendix A

Department of Foundations of Education

College of Education

Memphis State University

Course No. EDRS 7521

Name of Course Introduction to Educational Research

Semester Hours Credit 3

Prerequisites: Graduate Status

Catalogue Description:

> Introduction to major concepts and processes underlying educational research. Focus on knowledge necessary for critically appraising published research and preparing students as research consumers.

The course has the following objectives:

1. To develop an understanding of the overall concept of research - to be able to answer the question, "What constitutes research?"

2. To develop a familiarity with the general strategies of historical, descriptive, and experimental research to the point of being able to classify a research report as representative of one of these general types and to identify the problem which was researched.

3. To acquire a general knowledge concerning educational research terminology.

4. To extend familiarity with library facilities, particularly abstracts and research-oriented periodicals, by reading assignments in such abstracts and periodicals.

5. To become acquainted with the methods of ascertaining the present state of knowledge concerning an area to be researched as well as providing the necessary background to evaluate research reports.

6. To obtain a comprehensive understanding of the importance of hypotheses in the development of research studies.

7. To be able to write problem statements for research proposals.

8. To set up, as a term project, a research proposal including such items as Background of the Study, Statement of the Problem, Hypotheses, Definitions of Terms, Assumptions, Limitations, Review of Related Literature, Procedures, Method of Data Collection, Treatment of Data, and Analysis of Data.

9. To develop an understanding of descriptive statistical concepts (measures of central tendency, variability, and relationship).

10. To develop an understanding of inferential statistical concepts (t-test, and chi square) commonly used to test hypotheses. (Emphasis placed on concepts rather than proficiency in performing statistical computations.)

OUTLINE OF CONTENT

I. Overview of Educational Research as Problem Solving
   A. Definitions, purposes, uses, limitations, and examples of research
   B. Identification of areas of need for research efforts in education
   C. Attitude and method of Science, especially research
   D. Basic criteria of educational research

II. Problem, hypothesis, basic assumptions, limitations, purpose, and deduced consequences
   A. Formulation, statement, and restatement
   B. Interaction of problem, hypothesis, and assumptions
   C. Analysis of related literature
   D. Validity, reliability, and pertinence of the research

III. Research Design
   A. Population and sampling
   B. Types of research - similarities, differences, strengths, and limitations: historical, descriptive, experimental, ex post facto
   C. Identification and control of variables - rationale and methods

IV. Collection of Data
   A. Questioning
   B. Observation
   C. Measurement

V. Analysis of Data
   A. Statistical concepts, terminology, and tests commonly used to test hypotheses - identification of those terms commonly encountered in research reports will be emphasized. Emphasis will be placed on concepts rather than proficiency in performing statistical computations
   B. Discussion and reporting of findings from the data

VI. Summary, Conclusions, and Recommendations

VII. The Research Report
   A. Communication: written - mechanics and style; publication
   B. Oral reporting: interpretation and evaluation

Appendix B

MEMPHIS STATE UNIVERSITY
College of Education
MEMPHIS, TENNESSEE 38152

Department of
Foundations of Education

February 1986

Dear Former Student:

Through the Department of Foundations of Education I am conducting a survey of students who were enrolled in EDRS 7521, Introduction to Educational Research to determine the extent to which the course was (1) helpful to them in other graduate courses they took later, (2) helpful to them in their jobs after having completed the course, and (3) helpful to them as consumers of research in reading research reports published in journals, monographs, books, and other media. Please keep in mind that your responses to the questions should reflect your attitudes toward how helpful the material was to you, not how well you were taught the material.

I feel that a survey of former students enrolled in EDRS 7521 during the past five years will provide the College of Education with invaluable information. Therefore, I have enclosed a confidential questionnaire-opinionnaire for you. Please take the time (approximately 4 minutes) to complete the form and return it in the self-addressed envelope as soon as possible. No postage is necessary.

Your response to this survey is critical. The more responses that are received, the better the survey will represent the attitudes of former students concerning this course.

If you have any suggestions regarding modifications of the course and its content, please do not hesitate to mention them at the bottom of page two.

I will be glad to send you a summary of the survey results if you will write your name and address at the bottom of page two.

Thank you for your cooperation.

Sincerely,

Robert F. Todd

Robert F. Todd
Associate Professor

sd

An Equal Opportunity University

Appendix C

EDRS 7521. Introduction to Educational Research: Questionnaire-Opinionnaire

Please circle the letter of your response to each of the following questions.

1. What is your sex? A. Male B. Female

2. Into which of the following categories does your occupation or profession most clearly belong?

   A. MANAGERIAL, PROFESSIONAL (Office Manager, Lawyer, Engineer, Physician, Registered Nurse)

   B. EDUCATION: SUPERVISION (Supervisor, Principal, Asst. Principal, Superintendent, Asst. Superintendent, Higher Education Supervision)

   C. EDUCATION: TEACHING (Elementary, Secondary, Higher Education, Technical School, Specialized Teaching Situation)

   D. TECHNICAL, SALES ADMINISTRATIVE SUPPORT (Computer Operator, Account Executive, Bank Teller, Company Employee)

   E. SERVICE (L.P.N., Child Care Worker, Social Worker, Policeman, Fireman, Church Worker)

   F. FARMING, FORESTRY (Farm Manager)

   G. CRAFTSMAN, REPAIRMAN (Mechanic, Carpenter)

   H. HOMEMAKER

   I. STUDENT

   J. MEMBER OF ARMED FORCES

   K. OTHER (Write in) _____

3. How long has it been since you took EDRS 7521, Introduction to Educational Research?

   A. 1 year or less

   B. 2 - 3 years

   C. 4 - 5 years

4. When in your graduate program did you take the course?

   A. Near the beginning

   B. About the middle

   C. Near the end

5. What degree were you working on when you took the course?

   A. Master's Degree

   B. Educational Specialist Degree

   C. Doctoral Degree

   D. No degree

6. What is the highest degree you now hold?

   A. Bachelor's

   B. Master's

   C. Specialist

   D. Doctorate

In the column to the right circle the letter which best reflects your response to each of the following questions. Circle V for Very Helpful, H for Helpful, and N for Not Helpful.

		Very Helpful	Helpful	Not Helpful
7.	To what extent did you find this course helpful to you in relationship to the other courses you took in your degree program?	V	H	N
8.	To what extent was this course helpful to you in deciding to take other courses in research?	V	H	N
9.	To what extent did this course stimulate your interest in on-going research in your area of specialization?	V	H	N
10.	To what extent did this course help you acquire a general knowledge concerning educational research terminology?	V	H	N
11.	To what extent did this course help you become familiar with library facilities? (Location of research studies and journals, accessibility of research material, use of ERIC files)	V	H	N
12.	To what extent did this course help you become familiar with research-oriented periodicals?	V	H	N
13.	To what extent did this course help you develop the necessary background to evaluate research reports?	V	H	N
14.	To what extent did this course help you become a more critical reader/listener?	V	H	N
15.	To what extent did this course help you obtain a comprehensive understanding of the importance of hypotheses in the development of research studies?	V	H	N
16.	To what extent did this course help you write problem statements for research proposals?	V	H	N
17.	To what extent was this course helpful to you in developing an understanding of descriptive statistical concepts (measures of central tendency, variability, and correlation) and inferential statistical concepts (t-test and chi square)?	V	H	N
18.	To what extent has this course been of help to you in your job?	V	H	N

19. Briefly indicate any modification you would recommend for this course.

Appendix D

E A C H Q U E S T I O N N A I R E C O U N T S !

On February 25 I mailed you a questionnaire aimed at assessing the helpfulness that EDRS 7521 Introduction to Educational Research has been to you in your degree program, on your job, or in interpreting research reports.

Your response is urgently needed for an accurate representation of student opinion regarding this course. If you have already responded, thank you. But if you haven't, won't you please return the completed questionnaire today.

Robert F. Todd
Dept. of Foundations of Education
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College of Education
MEMPHIS, TENNESSEE 38152

Department of
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April 7, 1986

Dear Former Student:

Several weeks ago I mailed you a questionnaire-opinionnaire concerning the course you took with me, EDRS 7521, Introduction to Educational Research. I have not received your response.

Will you take a few minutes to complete the enclosed copy of that questionnaire-opinionnaire or return the original one if it has not been misplaced?

I realize you have a busy schedule, but your response is vital and will remain anonymous. Only cummulative data will be recorded.

I look forward to hearing from you. A self-addressed postage-paid envelope is enclosed for your convenience.

Sincerely,

Robert F. Todd

Robert F. Todd
Associate Professor

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Enclosure